**K-5 ELA Lesson Plan**

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| **Teacher: Elisabeth Borowicz, Carl Cockman, Laura Thompson** | | **Grade: 2** | | | **Date(s)**: Day 6, 7, 8, 9, 10 |
| **Unit Title: “A Story to Tell”** | | | **Corresponding Unit Task: Task 3, 4** | | |
| **Essential Question(s): What is an interview? What questions should you ask in an interview to write a biography? How do write a biography? What makes a complete sentence? What are sequence words? How can I use sequence words in my writing? Can you identify a fiction text from a non-fiction text? Can you create a timeline? Can you identify short-vowel patterns?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student: Response log; “Meet the Authors and Illustrators- Roald Dahl”; “James and the Giant Peach”; paper bags; magazines; toilet paper rolls; sentence strips; construction and poster paper; interview questions; highlighters; pencils** | | | | **Biography- an account of a person’s life written by another person**  **Autobiography- an account of a person’s life written by themselves**  **Interview- a meeting or conversation in which a writer or reporter asks questions**  **Historical Fiction- a make-believe story including factual information**  **Realistic Fiction- a make-believe story about something that could really happen**  **Character- the person or people in a story**  **Setting- where and when a story takes place**  **Sequence/Temporal Words- words that signal order (first, next, then, etc)**  **Plot- the actions or events in a story**  **Challenge- an event someone has to overcome**  **Response- how a person reacts to an event**  **Fiction- a genre of stories that are make-believe**  **Non-fiction- a genre of factual stories**  **Timeline- a text feature that diagrams the sequence of events** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:RL2.1, RL2.2**  **I Can Statement(s):** I can answer 5 W questions about biographies. I can sequence the events in a story.  **Instructional Plan:**  Day 6: Teacher will read aloud Roald Dahl biography. Teacher will read aloud the first chapter of “James and the Giant Peach”. Teacher will discuss 5 W questions with students.  Day 7: Students will read their teacher’s biography with a partner. (The teacher writes her own biography.) The partners will highlight sequence words, events and challenges after reading. Teacher will discuss the difference between fiction and non-fiction text.  Day 8: Students will partner reading “Helen Keller and the Big Storm”. Teacher will discuss events/challenges and how Helen overcame these events.  Day 9: Teacher will read aloud Chrysanthemum. Class will discuss the challenges Chrysanthemum had to overcome. Students will complete [My Special Name](http://tekyteach.blogspot.com/2011/08/chrysanthemum-first-day-name-activity.html) activity. Then for homework the students will fill out the same sheet but with their parent’s answers to the questions to compare their ideas with their parents answers.  Day 10: Teacher will read aloud The Rag Quilt. The class will discuss the challenges the characters had to overcome. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W2.2, W2.7**  **I Can Statement(s):** I can create questions to interview a person. I can record notes. I can write a biography about someone I interviewed.  **Instructional Plan:**  Day 6: Students will work with a partner to create questions for an interview. Students will answer 5W questions about the teacher’s biography in their response log.  Day 7: Students will interview their partner and record the responses. Students will create a toilet paper model of the student they interviewed and write 4 facts about the student.  \*Students will interview one parent for homework and bring their answers for this activity.  Students will create “It’s in the Bag” biography for the parent they interview.  Day 8: Students will interview a community member about their life and challenges/events. When their interview is finished they would choose four important facts from their interview and write each one on a sentence strip. Students would then assemble the strips in the order each event happened. While students wait for their time to interview, they will re-read “Helen Keller and the Big Storm” independently and then take the test.  Day 9: Students will explain their answers from the My Special Name sheet in their response logs. Students will continue biography projects.  Day 10: Students will create their own quilt square to add to the class quilt. They will write an explanation of their square on the back. Continuation of biography projects. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RF2.3**  **I Can Statement(s):** I can identify words with short vowel patterns.  **Instructional Plan:**  Day 6, 7, 8, 9:Teacher will guide students through a Making Words short vowel activity.  Day 10: Begin spelling groups according to Words their Way assessment. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL2.2, L2.2**  **I Can Statement(s):** I can describe key ideas from a text read aloud. I can read aloud a text.  **Instructional Plan:**  Day 6: Students will discuss with their partners good questions for an interview.  Day 7: Students will look over their notes and write four important facts about the student they interviewed. Students will write a short biography about the parent they interviewed.  Day 8: Students will record the responses from the person they are interviewing.  Day 9: Students will share with their team their ideas about their special name.  Day 10: Students will present to the class their quilt square. | | | | |
| **Closing/Summarizing Strategy** | Have students share with the class their progress on their different biographies. Review with the class the characteristics of biographies. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Read the above-level Scott Foresman text.** | | **Read the below-level Scott Foresman text and discuss story elements with teacher.** | | | **Making Words activities** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Helen Keller test  Response logs  Biography projects | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*